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ABSTRACT

The reading research contributions discussed in this survey are arranged under the following headings: reading standards and tests, dyslexia and specific reading retardation, remedial and reading provision, reading development, and materials and reading interests. Each section summarizes research and findings in that area of study during 1975. Additional studies are annotated under the following headings: research reported in articles or books, spelling studies, articles on reading, articles on the Bullock Report, books on teaching reading and developing reading tastes, and booklets and brochures. (MAI)

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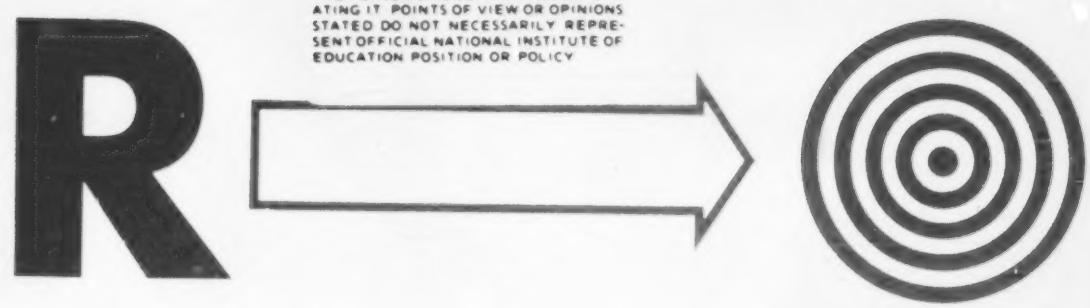

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READING RESEARCH 1975

ELIZABETH J. GOODACRE

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SURVEY OF READING RESEARCH, 1975

Introduction

Monitoring the reading research published each year in this country does present some difficulties. An increasing number of academic journals have to be checked as articles related to reading appear in a wide range of publications. A number of different disciplines and areas of learning now contribute to our understanding of reading behaviour. Indeed, it is difficult to stay within the bounds of 'reading'. I have for the first time, decided to include spelling as a separate heading. Past issues have included the occasional mention, as people interested in reading and decoding also tend to be interested in the problems of encoding and hence, spelling. However, now there seems to be a definite revival of interest in spelling, to some extent related to the contribution of psycholinguistics, which has already had an impact in the reading field.

Each year the United Kingdom Reading Association holds an annual conference and members present a number of papers of varying interest, and when these are published at a later date, I have tended to mention the volume of the conference proceedings and only draw attention to one or two papers of particular interest. This year, with the publication of the Conference Proceedings of Sheffield, 1973 and Liverpool, 1974 in the same year, it is difficult to know just how much of this valuable information to include in a review such as this. My solution has been to note the two books in the book list, and then to refer to the research contributions in the list 'Research reported in articles and books'. Anyone using this booklet to check work in a particular area of research would though be wise to refer to the published proceedings of UKRA Conferences. These books contain much of interest, particularly in regard to the use of materials and discussions of ideas and practices.

Another headache has been the Schools Council's recent practice of producing reports, the printed dates of which, do not agree with the actual dates of publication!

Finally, like the Chinese we can now give a name to the year 1975. It was, of course,

– THE YEAR OF THE BULLOCK –

I have taken the coward's way out, by presuming that all readers of this booklet must be familiar with this massive publication and all its findings and many recommendations, and therefore have merely noted its title, price and length, and listed separately those articles which took it as their subject matter.

So, under the usual headings, let's proceed to a review of 1975 –

Reading standards and tests

The preliminary report of the Inner London Education Authority Literacy Survey 1973/4 follow-up study appeared during the year. This survey was begun in 1968, and this report documents the findings for reading attainment of the pupils when they were 13-14 years. It was reported that at this stage of their secondary schooling, there were some 13% of poor readers (at the top of the primary school it had been 18%) and 15% good readers. A strong association was reported between reading performance and absenteeism and behaviour problems, which was not necessarily causal. Over 40% of the poor readers had not been identified as such by their teachers, and only some 15% of these poor readers were receiving remedial help. **Hurn** reporting on the reading attainment of all pupils in Slough First and Combined schools using the Carver test found there were some 18% of poor readers with a higher proportion of younger children among the group; i.e. the summer born children were more likely to be 'at risk'. In a sub-sample of schools having a large proportion of these poor readers, nearly half were of Asian or West Indian origin and half of these children experiencing difficulties were being taught by teachers

with less than four years' teaching experience. The ILEA survey had also looked at the effects of teacher experience, taking this as two years or less, and recorded no significant association with reading attainment. These findings suggest that the influence of the factor of teacher experience may be related to length of such experience or to the stage of the educational system when such assessment is made.

Burke and **Lewis** critically reviewed six studies of reading standards published during the last ten years, paying particular attention to the statistical analyses used and evaluating the results obtained. They discussed the similarity of criteria used in the studies, the different forms of sampling and the levels of co-operation obtained, and the problems of using 'aging' tests for this type of assessment. They concluded that a more comprehensive approach to the basic problems of criteria of reading attainment together with an increased use of regional or local authority surveys would provide a more promising line of advance. **Thompson** reviewed the evidence on sex differences in reading attainment among English-speaking children, concluding that a larger proportion of boys made a slow beginning in learning to read, but that by ten years of age differences between the sexes were less apparent. However, Thompson did not consider differences between countries in regard to age of starting school, age expectations in the various school systems, and differences in the criteria and tests used for reading attainment. The section, 'International seminar' in **Reading: What of the Future?** organised by Professor Downing makes clear some of the problems involved in comparisons of the nature carried out by Thompson.

Shearer and **Apps** provided new norms for the word recognition tests of Schonell and Burt-Vernon based on a large sample of Cheshire children. Their article provides a new word order for the Schonell test and norms very similar to those of the original test, and markedly different from those of Bookbinder currently appearing on the back of the printed form of the test. They reported the superiority of girls on both tests throughout the age group, and produced results analysed according to three different social class groupings. For instance, on the Schonell test, a score of 51 words correct gave a RA of 10:10 in the 'lowest' social area; a RA of 9:11 in the 'middle' group; a RA of 9:0 years in the 'highest' social area. The authors ask what should be the criterion group against which the reading attainment of any individual child should be assessed if one considers the significant effects of factors such as the child's sex and the school's particular social background and organisation.

Nicholls carried out a survey of Teeside schools asking about the use of reading attainment tests, and found that the Schonell G.W.R. test was still the most popular test and although three-quarters of these primary schools were using tests, they were more often used in the junior than the infant schools and more often for measuring reading attainment rather than for diagnostic purposes.

Wilson reported on the incidence and reading standards of hearing-impaired secondary pupils in Northern Ireland. He found that at this level there were almost eight times as many poor readers among the hearing-impaired and concluded that a very large proportion of these pupils have a very low degree of functional reading comprehension, and among those most severely handicapped by hearing loss, functional reading comprehension was to all intents and purposes non-existent. Although not actually on reading standards, it is of some interest in this connection to mention the work of **Palmer** over a number of years with deaf children and the effectiveness of i.t.a. with such children. He concluded that i.t.a. held no promise as a medium for teaching deaf children. He did report though that Ourid's Oral Language Test (Toy Vocabulary) and the Peabody Picture Vocabulary Test Form A were good predictors of later reading attainment, and the attitudes of parents to school progress correlated strongly with reading attainments after two years.

Lansdown reported no significant relationship between the degree of sight loss (when other handicaps were controlled) among partially sighted pupils and any other measure of reading or

spelling – unlike the findings in regard to the partially hearing. He found that the partially sighted children were somewhat slower, especially with certain visio-motor tasks, but otherwise no different to 'normal' children for reading accuracy, rate or comprehension. He suggested that partially-sighted children without additional physical or mental handicaps should be encouraged to attend ordinary schools, as long as some allowance was made by teachers for their somewhat slower pace of working.

Dyslexia and specific reading retardation

Two papers were published on the range and variety of terminology used in this area of study (**Sampson** and **Singleton**). Critchley's opening address to the Orton Society's 25th meeting in the USA in 1974 was produced in the **Dyslexia Review**. In it he questioned the use of various attainment tests and reading measures in different countries, and therefore the reliability of evidence on the existence of this condition in other parts of the world. Professor M.D. Vernon in issue 14 of the **Dyslexia Review** commented on the idea put forward the previous year by Miles and Wheeler that the main feature of this condition was 'an inability to retain complex information over time', which would suggest that memory tended to be defective in these children. Vernon however suggested that it was more likely to be poor conceptualisation, particularly in regard to the integration of the verbal and spatial functions of the brain. There would seem to be an increasing interest in the specialised functions of the right and left hemispheres of the brain, and **Thomson** in a paper on 'Laterality and reading achievement' examined the important subject of the consistency of lateralisation, especially if one considers the range and variety of tests which can be used to determine this particular characteristic in young children.

Yule and **Rutter and Yule** presented evidence from population studies of the existence of different types of 'poor' readers, distinguishing between general reading backwardness and specific reading retardation. The latter group appeared to be qualitatively different, consisting of more boys and children who showed more infrequent 'soft' neurological signs, who made more progress in mathematics but less in reading, and had more difficulty with spelling than the backward readers. Although suggesting that these children, 'the reading retardates' may need a different type of remedial teaching, the authors could not find evidence of their showing 'the classic dyslexia syndrome' of identifying characteristics.

Remedial and reading provision

Lawrence described his much publicised experiments using counselling with remedial children, including a reference to a follow-up study of the twelve pupils. **Quickie** carried out a small scale study of the relationship between different approaches to the assessment of self-concept and this factor and other measures of social and emotional development in poor readers. He found that a Self Esteem Inventory (SEI) 'revealed the existence of internal states' in pupils of which their teachers were unaware, especially among the girls in the group. He suggested that self-concept scales, with information from other sources, could be of use to remedial teachers in planning appropriate programmes for individual pupils. **Buckley** et al. described a project in which a group of teacher training students and their tutor worked in a middle school with a group of poor readers for some five months, using a fairly phonically orientated approach. The article outlines implications of this type of project for teacher training.

Pumfrey reported the findings from several exploratory studies on the use of information from the ITPA test with poor readers and the use of two different types of remedial treatment for pupils identified as poor readers with distinctive psycholinguistic characteristics. The programme which concentrated on weaknesses in auditory closure and visual sequential memory seemed to lead to improvement in both reading and psycholinguistic abilities in these pupils.

Goodacre carried out surveys of Teachers Centres (1972) and Reading Centres (1974) which produced evidence of the way in which such centres disseminate information on reading and provide services and facilities of help to teachers concerned with reading.

Reading development

Clark studied a group of children who had learned to read at an early age without the assistance of the school, and reported some initial findings of this study, about the ways in which these children had furthered their growing literary interests.

Roberts examined the early skills of analysis and synthesis of letter 'sounds' exploring the relative difficulty of such tasks. The writer found the synthesising of letter sounds into meaningful words was the easiest task whereas analysing a word into 'sounds' and writing down the constituent letters; i.e. spelling the word by writing it was much the most difficult task for these beginners. **Walton** investigated the importance, in the early stages of learning to read, of the subskill of being able to recognise 'letter clusters' corresponding to speech sounds rather than individual letter 'sounds'. This subskill seemed to be one which developed with the child's growing familiarity with print. **Davies and Williams** in their Schools Council project reported on the growth of word recognition and phonic skills throughout the period of infant schooling. They suggested that more research is needed into the relationship between the growth of phonic and word recognition skills. They explained that the development of these skills seemed to follow an S shape – first a slow rate of growth, then a rapid period followed by a slackening of rate.

Gray reworked some of the NFER data from **The Roots of Reading** study, looking particularly at some of the material included in the variable 'teacher direction', and pointed out the possible 'cost' in terms of personal relationships in the classroom to achieve what appeared to be relatively small gains in reading age at this stage of schooling. He found that the use of reading apparatus contributed to the variation in reading success more than the factor of phonic instruction, and his re-analysing of the material suggests that the relationship between structure and method and reading achievement is not as clear cut as the original report seemed to suggest, when originally published five years ago.

Neville and Pugh reported on their study of the relationship between reading ability and skill in using a book in the junior stage of schooling. It seemed that certain children, not necessarily the 'best' readers, could find factual information from a book more efficiently than their peers, mainly because they seemed to be able to define the task for themselves and decide quickly on an appropriate strategy. The writers discussed whether children who have reached the independent stage of reading, should be given practice in the particular techniques involved in this type of reading.

Neville experimented with changes in the rate of aural passages in reading and listening. She discussed the use of listening skills in the development of efficient silent reading, particularly in regard to the technique of 'supported' reading of the type used in programmes such as the BBC's **Listening and Reading. Neville and Pugh** also carried out work on the reading while listening method, using materials from stage I of the BBC programmes, and found that their poorer readers did better in the particular condition where intensive teaching was combined with slowed taped material from the broadcasts.

Pinsent studied listening prediction skills in reception and nursery children, and reported significant social class differences, although sex does not seem to have been controlled. Lower working-class pupils were less likely to give 'stock' answers when being asked to complete associations such as 'fish and . . . ', unless the content provided clues. Upper working-class children tended to answer less frequently, and the writer suggested that with young children the factors of memory and concentration must be considered when using 'cloze' type procedures.

Downing examined the idea that cultural differences in home environment influence the development of young children's understanding of the purposes of writing and the language concepts used in writing. Comparing Canadian Indian and non-Indian beginners he found the former were less able to recognise literacy activities, less aware of their purposes, and had poorer technical knowledge of speech and writing.

Materials and reading interests

The Schools Council/Longman evaluation study **Breakthrough in Action** by Jessie Reid was published during the year, although the report was dated 1974. This detailed and interesting study made use of questionnaire data, transcripts of interviews with teachers and children, classroom observations, test results (Neale, 'Breakthrough' test, and cloze material), and an analysis of children's written work. It took into account many of the factors influencing the literacy progress of young children and as Jessie Reid concluded 'has revealed something of the way the system works, something of its potential weaknesses, and something of its particular power in informed and intelligent hands'.

Another School Council publication was the interim report of the project **Children's Reading Interests** by Whitehead and his colleagues. Based on results of a five year study of some 8,000 children in primary and secondary schools (co-operation levels: 98% primary, 93% secondary) carried out at the Sheffield School of Education. It provided data about the percentage of non-readers and those only reading comics at the ages of ten, twelve and fourteen (3% and 10%; 6% and 23%; 17% and 29% respectively). This part of the research was carried out in 1971 and the picture it presents is familiar from the work carried out by Taylor (1973) based on information collected in 1967. There appears to be a sizeable proportion of pupils, particularly in the secondary school, who find 'sustained reading' difficult, and among the fourteen-year-old boys in the Whitehead study the proportion of non-book readers had risen to 40%. Even one in three of the girls in this age group were non-book readers. The report also provides information on television watching and its relationship to reading habits, and probably a more controversial point, divides the titles named by the pupils into quality and non-quality narrative. The latter category include such diverse titles as Daphne du Maurier's **Jamaica Inn**, Joy Adamson's **Born Free**, Ian Fleming's **Doctor No**, Richard Allen's **Skinhead**, and Alistair Maclean's **Ice Station Zebra**.

Information on **Children's Reading Habits** also appeared as a result of a survey carried out by the National Book League in co-operation with the National Council of Women. Even in this somewhat biased sample, there appeared to be a substantial minority who had very little interest in books.

Greaney and Clarke in a small scale study tried to follow up a group of Dublin boys taught in their primary years by two different reading approahces to find out about their leisure-time reading as eighteen-year-olds. The individualised reading group appeared to be reading more, particularly in the non-fiction area.

Gillard looked at factors affecting secondary pupils' reading of science textbooks, using cloze procedures, and found no increase of science reading skill with rising English reading scores or rising verbal reasoning quotients.

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March, 1976

RESEARCH REPORTED IN ARTICLES OR BOOKS

BAMBRIDGE de, P.G. (1975) 'Metaphor (and simile) used by children', **Cambridge J. of Educ.**, 5 (3), p. 118-124.
Account of a study of children's writing and their reading ability carried out with a group of 30 children (15 B + 15 G) in three classes, 7+, 9+ and 11+ years in two schools. Found an increase in the use of metaphor with age, and a significant relationship between simile and metaphor frequency and higher reading ability at 11 years of age.

BOOTH Vera Southgate and ARNOLD, H. (1975) 'Extending beginning reading', **Dialogue**, 20, p. 3-4.
Description of the progress to date of the Schools Council project (1973-6) using teachers' research groups in 14 LEAs with the Manchester University ATO. Details of observations undertaken by the project team in a variety of schools. Two pilot studies, random sample of average and above average readers in the first three years of junior schooling in six schools, trying to isolate and measure strategies used by these children in reading, using miscue analysis and cloze procedure. Also see article by **ARNOLD** under Bullock Report articles on page 18.

BUCKLEY, D. et al. (1975) 'Collaboration in reading development', **Rem. Educ.**, 10 (3), p. 119-124.
Account of a two term optional course taken by final year students, Newcastle Polytechnic who worked with 16 poor readers in a middle school, 25 remedial one hour sessions with each child over a five month period. Group of 11 students, tutor of the course, and head teacher formed the teaching force. Describes their approach which became more flexible as the study proceeded. Used Neale to record progress, in five months mean gains of 11 mths (accuracy) 16 mths (comprehension) but notes that only 13 of the 16 children were tested at the end of the project. Outlines implications for teacher training.

BURKE, E. and LEWIS, D.G. (1975) 'Standards of reading: a critical review of some recent studies', **Educ. Res.**, 17 (3), p. 163-174.
Critically reviews some six studies paying special attention to the statistical analysis used and the evaluation of results. All the studies were normative, seeking to ascertain regional or national standards and some also sought to examine the effects of particular variables. Studies tended to be unicriterion in design and confined to cognitive aspects of reading rather than attitudinal. Different forms of sampling were used; also differences in geographical coverage and time comparisons. Discusses the question of 'aging' tests. Studies were Morris (1966); Kellmer Pringle et al (1966); ILEA Literacy Survey (1969); Clark Dunbartonshire (1970); Start & Wells (1972) and Cockburn's Angus study (1973).

CLARK, M. (1975) 'Language and reading – a study of early reading', in **The Road to Effective Reading**, edited by Latham, Ward Lock Educ., p. 17-26.
Study of 32 Glasgow children 4:9-6:4 years able to read at entry to school at least 25 words on Schonell G.W.R. test. (20B + 12G), later supplemented by Neale. RA on Schonell 7:0-11+. Detailed findings of these fluent readers to be reported elsewhere, this paper concentrated on highlighting the extent to which the findings reinforce the need to look upon the development of reading as a 'patterning of complex behaviour' within a language context. Gives examples of the various ways in which these children had shown their interests, made use of books, and written language in their environment such as television advertisements, garage signs, etc. – not necessarily from literary homes.

DAVIES, P. and WILLIAMS, P. (1974) but not available until 1975 **Aspects of Early Reading Growth** – A longitudinal study; Schools Council Research and Development Project in Compensatory Education, Basil Blackwell, 53 pages, £1.00. 0 631 15650 X.
Account of a longitudinal study of reading abilities in the infant school; 69 children representative subsample from the 700 children in the Swansea Evaluation Profiles part of the project. The measures used were criterion-referenced tests of word recognition and phonic skills, the children being studied for a period of two years, tested every term.

DOLAN, T. (1975) 'The incidence and context of reading in primary and secondary schools' in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 148-158.
Initial study undertaken in the Schools Council 'The Effective Use of Reading' project (1973-6) in 10 project schools (secondary) and their 16 feeder primary schools, collecting data through the use of three instruments: The Reading Behaviour Inventory – RBI and teacher and pupil questionnaires; also 17 full days of observation in the project schools. In the secondary schools, the greatest variety of reading matter found in the English lessons.

DOWNING, J. et al. (1975) 'Cultural differences in children's concepts of reading and writing', **Brit. J. Educ. Psychol.**, 45 (3), p. 312-316.
Examined the idea that cultural differences in home background influence the development of children's understanding of the purpose of writing and their concepts of the language units used in writing. Sample was 92 non-Indian children at Kindergarten compared with 72 Indian (from two bands) children at Kindergarten with no tradition of literacy and little experience of writing or discussion of the reading and writing process. On all five variables (orientation to literacy, understanding literacy behaviour, technical language of literacy, visual letter recognition and letter name knowledge, initial phoneme knowledge) Indians scored significantly lower. They were less able to recognise literacy activities, less aware of their purposes, and had poorer technical knowledge of units of speech and writing.

FENWICK, G. (1975) 'Junior school pupils' rejection of school library books', **Educ. Res.**, 17 (2), p. 143-149.
Sample 191 fourth year juniors aged 10-11 years (83B + 108G) who kept records for six weeks of fiction selected from school libraries in six primary schools (2 in urban estate and suburban areas). Used Cattell Personality Questionnaire and Schonell G.W.R. test and Oliver's Survey of opinions about education for assessing teachers' attitudes.

GARDNER, K. (1975) 'The effective use of reading', **Dialogue**, 20, p. 5-6.
Schools Council project based at Nottingham University, concerned with average and above average readers' development during top primary and secondary years. Looking at the amount of reading done, teachers' ways of promoting better reading, and the nature of the process of getting meaning from reading, and the usefulness to teachers of the concept of readability. Also see **DOLAN** in this list.

GILLARD, H.C. (1975) 'Factors affecting the efficient reading of science textbooks -- a pilot study' in **The Road to Effective Reading**, edited by Latham, Ward Lock Educ., p. 130-138.
Study of two groups, all first year pupils not in remedial classes, and all fourth years entered for a science examination course after three years of combined science lessons. Used cloze scores for science text (every 10th word), VRQ (Murray House) and RQ (GAP test). Took below 40% on cloze tests as material too difficult. Found no increase of science reading skill with rising English reading scores or rising VRQ. Article contains information on how to calculate an assessment of a science or geography textbook in terms of the separate skills needed, and the relative importance of graphs, diagrams etc.

GOODACRE, E.J. (1975) 'British research and beginning reading', in **The Road to Effective Reading**, edited by Latham, Ward Lock Educ., p. 55-62.
Examines the idea that most research in this country has been at the level of the early stages of reading, and looks at the questions of who does research in this country, the extent of research programmes, and the degree of national funding. Describes a pilot survey to establish a register of research in reading based on the work carried out for higher degrees in Universities and Polytechnics.

GOODACRE, E.J. (1975) **Teachers' Centres and Provision for Reading**, Centre for the Teaching of Reading, University of Reading School of Education, 16 pages, £0.50.
Reports the results of a survey of Teachers' Centres in 1972 and of LEAs and Higher Education institutions regarding the setting up of Language and Reading Centres.

GRAY, J. (1975) 'The roots of reading: a critical analysis', **Res. in Educ.**, 14, p. 33-47.
Reworking of some of the data from NFER 1959-61 study of 12 LWC and 4 MC London infant schools to discover the relative importance of starting reading early, phonics instruction and teacher direction in an organised and structured classroom situation. By examining the actual elements grouped under the variable heading 'teacher direction', writer of the article came to a different conclusion from that of the original researchers, pointing out the 'cost' in terms of personal relationships necessary to achieve relatively small gains in reading age.

GREANEY, V. and CLARKE, M. (1975) 'A longitudinal study of the effects of two reading methods on leisure-time reading habits' in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 107-114.
Two groups of children in a boys' primary school in Dublin were taught by two different methods -- individualised reading and traditional basic reading scheme, (N36 + N38) and then followed up when they were approximately 18.6 years old, when questionnaires were returned by 66 of the original group of boys. In leisure reading, the individualised group were reading more books, particularly in regard to non-fiction titles.

HURN, J. (1975) **Reading standards survey 1975 – A report of the survey of reading attainment among 7:10 - 8:9 year age group in twenty one of the authority's First and Combined Schools;** Slough District, Berkshire. Duplicated 6 pages.
A total of 1,472 children were tested with the Carver W.R. test, given by the class teachers. Mean RA 7.9. Some 18% of the group were poor readers (i.e. 15 mths or below CA); 10% two years or more behind CA.

INNER LONDON EDUCATION AUTHORITY (1975) **Literacy Survey**, 1973/4 follow up: preliminary report. RS 630/75. Duplicated report 16 pages.
Tested in 1973-4 Autumn and Spring terms using two group reading tests, given by children's teachers (NFER SRA Test; simple sentence completion, used previously in 1966 and 1971 and EH2 Reading Comprehension). Findings refer to the latter test. 25,955 children tested (87.4% of all ILEA school children in 13-14 year age group). Used Rutter scale for behaviour assessment.

LANSDOWN, R. (1975) 'Partial sight – partial achievement?' **Spec. Educ.**, 2 (2), p. 11-13.
Initial survey was of 100 children aged 7-11 years in three London area handicapped schools, two thirds of whom had poor sight plus two or more handicaps. Then took only the 'simple' partially sighted children (N30) and matched them with children, controlling for age, sex, social class, and verbal ability. Handicapped children were significantly slower at such things as pressing buttons, recognising shapes and letters, drawing a line and certain other visio-motor tasks, but no difference in spelling, or reading accuracy, comprehension or rate (Neale).

LAWRENCE, D. (1975) 'Remedial reading and counselling', **Reading**, 9 (1), p. 12-17.
Account of two experiments previously reported in articles and his book **Improved Reading through Counselling.** Reports that a follow-up study is being carried out on the 12 children, who are now in their secondary school.

MACLEOD, D.S. (1975) 'Assessing reading progress in secondary schools', in **The Road to Effective Reading,** edited by Latham, Ward Lock Educ., p. 157-164.
Report on SSRC funded study of Reading in Scottish schools, results in relation to one of two samples used. 14 secondary schools chosen, and then from their 58 feeder schools the Edinburgh Reading Test (stage 3) was given to 97 final year primary classes in these schools. These pupils will be tested again at the end of three years. Studied classes and their teachers; amongst these 11-12 year-olds a range of reading ability of some five years. Checked the readability level of books used (SMOG) and the out of school reading habits of pupils over one week. Reported a positive relationship between amount of fiction read out of school and level of reading attainment. Raises the problem of finding a broadly based standardised test or battery of tests to assess different types of reading skills used in secondary schools.

NATIONAL BOOK LEAGUE with National Council of Women (1975) **Children's Reading Habits,** three printed pages available free from the NBL.
Survey undertaken by members of NCW, two age groups – 5-11 years (questionnaires completed by parents) and 11-16 years (completed by individual children and young people). First group N=854 (48%G & 52%B) and second group N=498 (65%G & 35%B). Some sampling and interviewing bias involved, and replies from the south-east predominated. Aim was to 'find how to make a wide range of good books readily available to children, and how those working in the field of children's books can best promote the cause of books in the lives of young people and their parents'. Information on amounts and kinds of reading, book buying, use of libraries (including school), and television watching. Concluded among population surveyed high level of interest in books, but substantial minority, very little interest. In younger group, 23% said they never used school library, and a high proportion of schools had never organised any event to do with books.

NEVILLE, M.H. (1975) 'Effectiveness of rate of aural message of reading and listening', **Educ. Res.**, 18 (1), p. 37-43.
N 136, 2nd year pupils in a middle school in mainly working-class area of Leeds. CA 10:10 - 11:9 in 4 classes; included a group of 18 with RAs below 8:5 considered as 'remedial readers'. GAP reading comprehension, and test of listening, and reading while listening using 5th passage in Neale, forms A, B and C; literal comprehension questions from Neale used. Passages recorded with female voice at 108 wpm, versions expanded to 125% and compressed to 75% – i.e. increase and decrease in reading rate. Scores comprehension questions showed no difference in difficulty for the listening group relative to rate of message; in reading group, scores higher the slower the rate of the aural pacer (same effect with the remedial readers). Boys in all groups performed significantly better than girls.

NEVILLE, M.H. and PUGH, A.K. (1975) 'An empirical study of the reading while listening method' in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 95-106.
Two small studies, subjects drawn from a group of 71 children, CA 9:2 - 10:1, first years middle school RA below CA on Holborn. Used four groups each 6G + 6B, from which two pairs of groups formed matched for sex and RA, one group reading normally and their control in one pair, the other, slower rate and their controls. Used BBC 'Listening and Reading' materials, series I. Training of 2 weekly sessions over 7 weeks, each story repeated at the second session. Pre- and post-testing with GAP. In the second study, children grouped according to reading ability, poorer readers assigned to the slowed condition. No differences between experimental and control groups in either study, but in the second when subjects assigned to the experimental slowed condition, they performed better; i.e. a combination of quite intensive teaching and slowed taped material was more effective with the weaker readers among the children studied.

NEVILLE, M.H. and PUGH, A.K. (1975) 'Reading ability and ability to use a book', **Reading,** 9 (3), p. 23-31.
Used 84 'independent' readers from 170 first years in a middle school (L.C./W.C. Leeds). Used NFER Test AD (1970) sentence completion, R.Q. ranging from 90-134. Selected group of 30 'independent' readers CA 9:4 - 10:6 (18G + 12B), 28 given the 'cloze' type GAP test. Special apparatus used to videotape investigation, children asked to use a book and answer three cloze type questions on project type material, using any method they liked to find the answers. No significant relationship found between RQs and questions answered correctly, questions attempted or the way the book was used in the task. No relationship between book use tasks and cloze comprehension scores. Concluded that certain children, not necessarily the best readers among these independent readers, found factual information from a book more efficiently; being able to assess the task quickly and decide on an appropriate strategy.

NICHOLLS, A. (1975) 'A second survey of reading tests in schools' in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 183-191.
Survey in 1973 of teaching practice schools Teeside College of Education, on use of tests in schools. N=95 (66% return). Three quarters of the schools were using published reading tests, but the practice more common in the junior schools. Schonell G.W.R. test most in use, and a higher proportion of tests used for assessing attainment rather than for diagnostic purposes.

PALMER, J. (1975) 'The teaching of reading to deaf children – a research report' in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 222-228.
Research undertaken 1965-71 in 12 schools (22% of the country's hearing-impaired schools) into the use of i.t.a. with deaf children. Originally N207 from which three groups i.t.a. N=68; t.o. N=69; control N=70 matched on age, intelligence and hearing loss. Mean CA= 5.8 years. The t.o. group performed significantly better (Gates McGinitie & Southgate 2). Concluded that 'i.t.a. holds no promise as a medium for teaching reading to deaf children'.

PINSENT, P. (1975) 'Listening prediction skills in reception and nursery class children', **Reading,** 9 (3), p. 14-22.
One year study carried out by four teachers on an in-service course, studying 57 reception and nursery children not yet reading, grouped into three different socio-economic groups, 19 in each (LWC, UWC, MC) based on father's occupation (manual, cler/prof.) with some attention to mother's occupation and housing (some were immigrant, sex distribution not given). Children's replies to 16 questions analysed in relation to S-E factor. Used word associations and passage from a Dick Bruna story.

PUMFREY, P.D. (1975) 'The Illinois Test of Psycholinguistic Abilities in the diagnosis and remediation of reading failure' in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 192-204.
Investigatory study on the relationship between language development and reading skills in first year juniors, using the ITPA, a diagnostic test of language development. Describes three studies in all, one by Westwood and two by Naylor. In the first, with 152 'typical first years' found that high performance on these language tasks generally correlated with relatively high reading performance (Schonell G.W.R. & Young). In the second, used a group of 151 children from 16 junior schools, failing in reading, to construct a sample stratified by intelligence and sex, (N48) which were tested on the ITPA. Found that these children presented a pattern of psycholinguistic abilities diverging markedly from the test standardization sample. Pattern held across intelligence and sex. This group of children then used in an experiment using two different forms of treatment. (Peabody and a programme concentrating on auditory closure and visual sequential memory.) Both of these were groups of 24, with a control group of 12. Both experimental groups showed evidence of progress in both reading and psycholinguistic abilities but the article suggests that more research is required.

QUICKIE, J.C. (1975) 'Self-concept and the diagnosis of reading difficulties', **Rem. Educ.**, 10 (2), p. 77-80.
Small-scale study to investigate the relationship between different approaches to the assessment of self-concept and between self-concept and other assessments of social and emotional development in good and poor readers. Used a modified version of the Coopersmith Self Esteem Inventory (American) which uses 25 self referent statements, a Myself essay, and a sociometric test. N 76, 4th year classes of a middle school in a working-class area. Also teacher comments from an interview situation with the researcher. Group of 18 good and poor readers selected on basis of Schonell's Silent Reading Test B. The SEI significantly discriminated between these readers but sociometric status was unrelated to reading attainment. The SEI appeared to be more effective with girls than boys.

REID, J. (1974) not available until 1975. **Breakthrough in Action** – An independent evaluation of 'Breakthrough to Literacy'. Longman for the Schools Council. 112 pages, £1.60 0 582 36493 0
The aim of the study was to look at the particular ways in which Breakthrough to Literacy worked and the degree to which it achieved its main objectives as to its present way of being published. In 1969/70 used 45 infant only schools in England, classified by geographical area and social class. Questionnaire sent to 37 Heads and 81 class teachers asking about its use. Sub-samples were used for intensive study. For the objective testing (Neale and a test of oral paragraph reading used Breakthrough vocabulary and sentence structures) used three schools in three types of condition E1 = using the material as intended; E2 = using the material in ways other than intended; E3 = control schools in ILEA, pupils on average 5½ months older. Also used 15 children from 4 different schools for indepth interviewing (7G + 8B) CA 5:6 - 6:6. Follow-up questionnaire sent out in 1970 when children in second and third year (some transferred to juniors). Found that top 58% of the Breakthrough children were reading well in advance of their chronological age and reading better than the controls who were on average older. Very detailed study which cannot be summarised adequately here.

ROBERTS, T. (1975) 'Skills of analysis and synthesis in the early stages of reading', **Brit. J. Educ. Psychol.**, 45 (1), p. 3-9.
Examined analysis and synthesis of letter sounds (sound alone or sound with sight). Explored the relative difficulty of these tasks with a group of 40 five and six-year-olds, (20G + 20B) all from the same school, who could recognise single letters and give their related 'sounds'. Significant difference between the sexes, easiest task was synthesising the letter sounds into words aurally, most difficult was being asked to analyse a word into its constituent 'sounds' and write these down as letters.

RUTTER, M. and YULE, W. (1975) 'The concept of specific reading retardation', **J. Child Psychol. Psychiat.**, 16, p. 181-197.
Using the Isle of Wight data for the age group 9-11 years selected 155 backward and 86 retarded readers for a more detailed analysis of their characteristics. Then systematically compared the 86 children with specific reading retardation with the remaining 79 who displayed general reading backwardness alone. 76.7% of specific reading retardates were boys, compared to 54.4% of the reading backward group. Intelligence was measured by the WISC and reading by the Neale Analysis of Reading Ability.

SHEARER, E. and APPS, R. (1975) 'A restandardization of the Burt-Vernon and Schonell graded word reading tests', **Educ. Res.**, 18 (1), p. 67-73.
New norms based on 1971 Cheshire survey using 28 schools; Schonell N=6,321 and Burt-Vernon= N 6,044; children aged 4: - 11:0 years. Article includes new word order for the Schonell test. Consistent superiority of girls on both tests throughout the age range. Also includes analysis by socio-economic area and type of school organisation.

THACKRAY, D. (1975) 'Reading readiness – personal research', in **Reading: What of the Future?** edited by Moyle, Ward Lock Educ., p. 177-182.
Description of the author's investigations, starting in the early sixties with a study of the most important reading readiness factors, then comparing readiness for reading i.t.a. and t.o., and finally the development of the Thackray Reading Readiness Profiles.

THOMAS, L. et. al. (1975) 'Reading-for-learning – the anatomy of a research project' in **The Road to Effective Reading** edited by Latham, Ward Lock Educ., p. 171-181.
Describes some four phases (from 1962 onwards) carried out at Brunel University on the relationship between what you learn from reading and how you actually read a passage, paragraph, etc. Explains the development of the 'reading recorder', a machine for recording the time a reader spends on each line of the material being read, and

the use of flow diagram techniques as a means of comparing and contrasting different pieces of reading material. Goes on to describe the development of courses in reading-for-learning, which help students to understand the process by which they are learning as they read, and the development of videotapes on the use of the reading recorder for these purposes. Their research has lead to further study of the effects of purposes for reading on types of learning.

THOMPSON, G.B. (1975) 'Sex differences in reading attainments', **Educ. Res.**, 18 (1), p. 16-23.
Review the evidence on sex differences in reading attainment among English-speaking children. Concludes that the evidence suggests that a larger proportion of boys than girls make a slow beginning at learning to read, but that by ten years or so, these differences are less apparent. However, does not fully explore the way in which different countries value reading skills, use different criteria of progress, and also differences in the various educational systems.

THOMSON, M. (1975) 'Laterality and reading achievement', **Brit. J. Educ. Psychol.**, 45 (3), p.317-321.
Used a sample of 60 children RAs 18 months or more below chronological age, and compared with a control group (N60) with average or above RAs. (Schonell G.W.R.). Both groups completed a questionnaire on different aspects of perception and handedness and then the researcher attempted to quantitatively score inconsistencies in each child's total performance. Being mixed-handed, cross lateral (hand mixed/eye) or left eared gave the best prediction of poor reading, while being completely unilateral was the best predictor of good reading.

WALTON, D. (1975) 'The relationship between short term memory capacity and intermediate reading skills', **Cambridge J. of Educ.**, 5 (3), p. 124-130.
The writer interested in the subskill of 'letter clustering' or the way in which children learning to read perceive and store in short term memory for recognition purposes letter clusters and their accompanying 'sound' or phonemic representation. Refers to research, not described in detail, which indicated that children who had not yet reached a stage in reading development of RA 8 (Holborn) were less likely to have developed 'clustering strategies' than those with a RA of more than 8. i.e. in a group of 12 children with RAs less than 8, only one child had developed this ability, while in a group of 17 with RAs of more than 8, only three children were deficient, of whom two were still RA 8.

WHALLEY, P.C. and FLEMING, R.W. (1975) 'An experiment with a simple recorder of reading behaviour', **Prog. Learn. and Educ. Tech.**, 12 (2), p. 120-123.
Describes the development of a simple recorder of reading behaviour, and an experiment in which it was used to investigate the effect on reading behaviour of altering the spatial relationship between a diagram and its reference point within the text. Experiment carried out in the Editorial Research Group's Laboratories of International Publishing Corporation (IPC), using 8 fourth year electronics students. Writer considers it a method (basically following the text with a torch beam) capable of tracking reading behaviour, imposing few constraints on reader or subject matter.

WILSON, J.A. (1975) **Incidence and Reading Standards of Hearing-Impaired Pupils of Secondary School Age.** Northern Ireland Council for Educational Research, No. 12. 21 pages with appendices including regression analysis.
Study in summer 1974 of a four year age range of pupils (12-16 years), N190 (88G + 102B) hearing-impaired from a total age group 104,000. It was possible to test 156 of this target sample, and found that 44% of such hearing-impaired pupils had RAs below the level estimated for a seven-year-old, or there were about 8 times as many hearing-impaired children than 'normal' children in this age group. Reading test used NFER NS6.

WHITEHEAD, et al. (1975) **Children's Reading Interests**, Schools Council Working Paper No 52, Evans/Methuen Educational, 56 pages, £0.55. 0 423 89120 0.
Interim report of research into children's reading habits (10-15 years) based at the Sheffield School of Education. Two questionnaires were devised for pupils and schools and in 1971 8,000 children in England and Wales were surveyed (10, 12 & 14 years old). Approximately 10% of schools in this sample took part in the follow up. Sex differences reported, and information on comic reading and television watching.
Also see the following articles: Chambers, A (1975) 'Literary figures', **Children's Literature in Educ.**, Spring 16, p. 39-45, and Jenkinson, A.J. and Jenkinson, M. (1975) 'Children's reading interests – 1. How revealing is it? 2. Does it help teachers?', **Use of English**, p. 9-13.

YULE, W. (1975) 'Dyslexia – or Specific Reading Retardation?' **Dyslexia Review**, 13, p. 11-15.
A more readable account of the research reported in the Rutter and Yule article in the **J. Child Psychol. Psychiat.** omitting the detailed findings and analytical description of the data.

SPELLING

PETERS, M. (1975) 'Spelling further thoughts', **Educ. 3-13**, 3 (1), p. 36-40.
Discusses various strategies used in teaching spelling and the shortcomings of word list memorisation, especially when such lists are remote from children's interests. Suggests that spelling 'rules' may be difficult for children to understand and not always reliable. Believes that children can build up probabilities of letter order occurences on their basis of familiarity with the written language. Outlines some of the implications of more recent thinking about spelling, for the teacher.

PETERS, M. (1975) **Diagnostic and Remedial Spelling Manual**, Macmillan Education, 44 pages £0.85 333 15554 8.
Outlines the case for predictive and diagnostic testing in spelling, drawing upon the work emerging from psycho-linguistics on children's different types of mistakes or 'miscues' in reading and spelling, and explains why some mistakes are better than others and can be used as a basis for diagnostic work. Includes three continuous prose passages for dictation using words of different frequency in children's vocabulary.

SMITH, H. (1975) 'Teaching spelling', **Brit. J. Educ. Psychol.**, 45 (1), p. 68-72.
Used a group of 359 children in 10 third year junior classes divided into social class groupings, and Daniels and Diack's Graded Spelling test to obtain a measure of initial spelling achievement. Then examined the effectiveness of five different presentations or teaching methods, involving the study of the whole word, the 'hard spot', or the individual letters of each spelling; the presentation of the words being in either list form or in context. Analyses of variance results indicated that the most effective approach was one which used the whole word method of learning where the words were presented in context.

ARTICLES ON READING

ASBURY, G. (1975) 'Evaluation of a one-term reading and language arts course', **Brit. J. of In-Service Education,** 1 (3), p. 50-53.
City of Birmingham course (30 hrs. divided into 20 one and a half hour sessions) attended by 11 women and one man from three types of schools, were asked to grade aspects of the term's studies. Supported theoretical aspects as much as practical.

COTTERELL, G. (1975) 'How Robert made headway', **Spec. Educ.,** 2 (3), p. 17-19.
Case history of a boy with undiagnosed upper tone deafness, general clumsiness and reading disability, treated at the Word Blind Centre for three years, who improved with remedial help. (Fernald, Edith Norrie Letter Case, phonic work, etc.)

COULSON, N. and HOWELLS, R. (1975) 'Parental involvement in children's reading', **Reading,** 9 (3), p. 9-13.
Project with four infant schools using parents' interest to create or re-create interest in books with top infants experiencing reading difficulties. (6 in each school). Parents invited one hour per week to talk with Educational Psychologist, Advisory Remedial Teacher and Head Teacher about how to help child and then invited to take home three or four books to read to child, discuss and help with some simple copying of vocabulary. Class teachers reported increased attention and better reading, and no adverse effects.

CRITCHLEY, M. (1975) 'The past, present and future of Developmental Dyslexia', **Dyslexia Review,** 13, p. 4-7.
Based upon the opening address to the Orton Society's 25th meeting in Rochester, U.S.A., November, 1974. Brief account of the history of this condition, discussion of its existence in other countries including doubts about its rarity in Japan when known to exist in China. Refers to the formation of a Research Group in the World Federation of Neurology and suggests that the most promising line of research is biochemical.

DALY, B.V. (1975) 'Developing aural skills with some consideration of their role in developing fluency', in **The Road to Effective Reading,** edited by Latham, p. 120-129.
Outlines the development of listening skills and describes their relation to the improvement of reading skills. Then outlines some aural methods and materials, commercial and home-made.

DEAN, P. (1975) 'Time to get hooked – reading in the Middle Years', **Use of English,** 26 (4), p. 297-303.
In the light of the NFER reports of reading standards and Whitehead's study of children's reading interests, makes a plea for primary schools and later Secondary schools, to balance 'activity' with plenty of quiet leisure reading opportunities and reading to pupils by the teacher.

FOSTER, J. (1975) 'What the older backward reader reads', **Where,** 102 (March), p. 83-84.
List of books enjoyed by the less able and more reluctant readers in mixed ability classes in a large Oxford secondary school. Mainly paperback titles used to stock class libraries, drawing heavily from more recent children's literature.

GAINS, C. (1975) 'A seven-stage approach to remedial reading', **Rem. Educ.,** 10 (1), p. 21-24.
Describes a framework for remedial work which could be of use to an inexperienced teacher faced with poor readers. Stages outlined cover initial approach; vocabulary building; visual discrimination and handwriting; beginning reading – a phonic approach; beginning reading – a look-and-say approach; the reading scheme. Chart showing the stages included.

GREGORY, B. (1975) 'An attack on illiteracy', **Rem. Educ.,** 10 (3), p. 114-116.
Head of a remedial department in a girls secondary describes her detailed programme for initial testing and use of Reading Workshops, Audio Page and recorded material to encourage progress in the first three years.

HAYES, E.J. (1975) 'The reading habits and interests of adolescents and adults', in **The Road to Effective Reading,** edited by Latham, Ward Lock Educ., p. 148-156.
Selective account of research drawing on both American and British sources used to show the influence of the teacher and particular authors on the development of young people's reading interests. Suggests that reading has two sides, skills and interests, and that it is the school's role to concern itself with both aspects, ensuring that the teacher makes reading interesting and purposeful for their pupils.

HENRY, A. (1975) 'Specific difficulties in reading', **Rem. Educ.**, 10 (2), p. 81-84.
Discusses auditory difficulties (inability to blend, short vowel confusion, poor knowledge phonic rules) and visual perception difficulties (letter confusion, slow recognition of 'simple' words, directional errors, poor discrimination of words similar in shape). Gives an example of a child's reading to illustrate these difficulties, although readers might suggest alternative explanations for some of the 'mistakes'. Discusses how the teacher can help such children.

HUDSON, J. and LEATHERBARROW, B. (1975) 'Problems of less able readers in mixed ability classes', **Reading**, 9 (3), p. 2-8.
Small scale action research involving a Geography, English and a remedial specialist working with a group of pupils from second year mixed ability classes with RAs 8:0 - 13:0 years (NFER Reading Test E-H 1-3) on a short unit of the Geography curriculum on glaciation. Using Fry's Readability Graph graded work sheets were made easier for the less able readers and the remedial specialist provided word recognition material. Concluded that readability measures should be considered by teachers in the Secondary school, but the writers expressed concern as to whether supporters of the idea of mixed ability grouping realise the full purport of their ideas for the subject teacher in regard to the grading of materials and the organisation of classroom activities.

JAMES, P.C. (1975) 'The use of cloze procedure with ESN children', **Reading**, 9 (1), p. 26-32.
Use of word deleted tests and use of pictures for deleted words found to be effective for teaching the use of context cues to ESN children.

LEWIS, R. (1975) 'A reading drive', **Reading**, 9 (3), p. 32-38.
Description of an attempt by a primary school to stimulate reading of fiction and relate this material positively to the lives of their children at school and at home. Six staff co-operated with a local teachers' college to furnish a room in the school as a Reading Centre, where remedial work could be carried out. (80 of the school's 140 pupils had some kind of remedial teaching).

MERRITT, J. (1975) 'Reading: seven to eleven', **Educ. 3-13**, 3 (1), p. 29-35.
Article on ways of improving reading by developing the intermediate and higher order skills. Discusses the use of 'cloze' exercises and alternative ways of organising and understanding material that has to be read, by for instance, summarising material in diagrams and charts. Concludes by discussing the importance of inferential comprehension and the evaluation of differing reading sources.

MILES, T.R. (1975) 'Dysnechia: or, more reflections on Dyslexia', **Dyslexia Review**, 14, p. 4-7.
Coins the word 'dysnechia – difficulty with swimming' and uses this to explain the usefulness of the notion of a syndrome or cluster of difficulties related to reading which is suggested by the term dyslexia. Suggests that this term invites reassessment of a particular child's situation and that since the main feature to him is 'an inability to retain complex information over time' dyslexia alerts the teacher, parent, etc to look for differences over orientation, the usual manifestation of this particular condition.

MOON, C. (1975) 'Individualised reading', **The School Librarian**, 23 (2), p. 110-112.
Describes this particular approach to reading teaching and the author's own work on selecting and grading books into stages of difficulty so that children of differing reading abilities may choose titles which appeal to them. This system not seen as a definitive reading materials programme but rather as a framework within which teachers can select, delete and add books.

PARKER, J. R. (1975) 'Reading design 3: some assumptions regarding published remedial readers (b)', **Rem. Educ.**, 10 (3), p. 117-119.
Second part of a two-part article, which looks at the use of sight vocabularies and the grading of phonic work in the early stages of schemes likely to be used with remedial children.

PARROTT, J.F. (1975) 'The West Kent Reading Centre', **Rem. Educ.**, 10 (3), p. 125-126.
A Centre along the lines suggested in the Bullock Report, which has incorporated an existing Remedial Centre and continues work with individual pupils, some 150 attending each week for this type of help.

PIDGEON, G.D. (1975) 'Drao–I do', **Rem. Educ.**, 10 (1), p. 34-37.
Account of work done for a higher degree on the relationship between drama and literacy development, which leads the writer to suggest that creative play or story making can provide indications of themes which would be of real interest to remedial children if incorporated in published or teacher-made reading materials.

POWELL, J. (1975) 'Contemporary fiction in the secondary school', **Use of English,** 26 (3), p. 229-233.
Suggestions for paperbacks for secondary pupils to read including a list of titles of interest to boys and girls who want a good read.

PUGH, T. (1975) 'The developing of silent reading', in **The Road to Effective Reading,** edited by Latham, Ward Lock Educ., p. 110-119.
Outlines the historical factors related to the growth of silent reading, the advantages of this type of reading and the different skills which are brought into play. Describes two techniques for studying silent reading tasks (Thomas & Augstein: reading recorder and his own reading stand apparatus) and the use of videotape. Discusses the use of silent reading in secondary schools.

ROGERS, S. (1975) 'Some myths about language assessment', **Rem. Educ.,** 10 (1), p. 25-26.
Explains his view that as so many varied factors contribute to the language situation that any assessment of language and communicative development of retarded pupils should not be based on tests such as for instance the ITPA, which concentrates on child demonstrating certain formal linguistic skills in particular, highly structured situations. Suggests that the aim of improving children's use of language in social situations will probably not be achieved by means of programmes emphasising the training of particular linguistic forms on their own.

ROSELL, S.R. (1975) 'Reading through spelling', **Rem. Educ.,** 10 (2), p. 87-88.
Account by a remedial teacher of her ways of teaching children to read by reading back to her the words that they can spell; also information about the way in which she introduces phonic rules and sorts out letter confusions.

SAMPSON, O.C. (1975) 'Fifty years of dyslexia: a review of the literature 1925-75. I. theory', **Res. in Educ.,** 14 (Nov), p. 15-32.
The range and variety of diagnostic terminology due, not merely to the inadequacy of formal definitions, but also to the number and nature of explanatory theories available over the years. Increasingly terms related to the idea of the specificity of the condition, and that the days of dyslexia as a single clinical entity are over, increasingly the idea of various specialised types of reading disorder. Reviews the evidence for explanations of dyslexia being related to congenital-constitutional aspects of development, and the contribution of community studies for the existence of dyslexics. Concludes that they are a 'diseased group' similar to dwarfs in the height continuum, but need not be suffering any single pathology any more than say, the severely subnormal category among slow learners.

SAMPSON, O.C. (1975) 'The teaching of reading in cases of specific retardation', **Dyslexia Review,** 14, p. 8-11.
Discusses the main approaches – educational and psychotherapeutic.

SANDERS, M.E. (1975) 'Phonic cues', **Rem. Educ.,** 10 (1), p. 28-29.
Description of the writer's system MPC (minimal phonic cues) based on 45 'sounds', an aid which she has developed for regularising pronunciation. Article includes her 'cue-card' which shows the use of ordinary letters of the alphabet with additional symbols (a slur and a bar) and pictures serving as a guide to the letter's sound.

SANDERS, M.E. (1975) 'More ways of using minimal phonic cues', **Rem. Educ.,** 10 (2), p. 85-86.
Further article explaining how the system can be used to mark scripts, bookmarks and provide a guide to the pronunciation of letters in words.

SINGLETON, C.H. (1975) 'The myth of specific dyslexia – 1. History, incidence and diagnosis of the syndrome', **Rem. Educ.,** 10 (3), p. 109-113.
Discusses in the first of two articles history and incidence of this condition and the categories of possible diagnosis, including the disagreement which seems to exist over the identification of positive signs of identification. Suggests that there seems to be a variable syndrome of signs which he believes makes nonsense of the idea that Dyslexia is a specific condition.

SUTTERBY, F.E. (1975) 'Working with parents', **Dyslexia Review,** 14, p. 15-19.
Contends that parents will help any way, and since they are in the position of being able to provide help on the basis of 'a little and often', they might as well know exactly what to do to really help. Goes on to describe a year spent at Bangor working with Professor Miles' team, and outlines the development of parental support sheets as worked out with a ten-year-old boy and his family, and two less successful cases. Article includes two examples of parental support sheets prepared for parents' use.

TUCKER, N. (1975) 'Reading and personality', **The School Librarian,** 23 (2), p. 101-109.
Address at the Annual Conference of the School Library Association, 3rd January, 1975 when the writer examined the influence of 'the determined individual librarian or member of staff who . . . . has done more for us than any speech or article to bring us to books', Discusses the ways in which teachers can draw pupils' attention to quality books, and the need for critical values to be developed in the children's book world. Makes a special plea for improving the level of argument regarding the quality of particular titles, believing that this is necessary for the development of committed and enthusiastic teachers and librarians who can encourage young readers in their search for interesting books.

TUCKER, N. (1975) 'Can literature solve problems?' **Where,** 108 (Sept), p. 247-249.
Examines the idea of bibliotherapy and makes an appeal for children and adolescents to be allowed the freedom to choose their own books and not be recommended books as a cure for particular problems.

VERNON, M.D. (1975) 'Comments on "towards a new theory of dyslexia" ', **Dyslexia Review,** 14, p. 21-22.
Professor Vernon's comments on Miles' and Wheeler's suggestion that the main feature of dyslexia is 'an inability to retain complex information over time' – i.e. their view that memory is defective in some way. She sees the difficulty as more in the region of poor conceptualising ability (as involved in generalising and integrating material). Crossmodal association as in the relating of visual and auditory thought modes needs integration of the functions of the left (verbal) and right (visio/spatial) cerebral hemispheres, and considers that this integration process could be more important than lack of cerebral dominance. Suggests the need is for systematic observations of the types of error in reading and the experimental investigation of the exact syndrome or pattern of deficiencies in each dyslexic child, and then the frequency with which such particular syndromes occur. (Sampson's 'dyslexias').

WALLBRIDGE, J. (1975) 'And now for something rather different', **English in Education,** 9 (1), p. 46-52.
Account of the various views which exist for the teaching of reading and an outline of suggested stages in acquiring the skill. Concludes with a detailed account of the reasoning behind the purchase by the BBC of some 16 programmes of the American 'The Electric Company' to be used to "revive hope in the hopeless retarded reader".

WELLS, A. (1975) 'Recognising the Right to Read', **Spec. Educ.,** 2 (1), p. 8-11.
The organiser of the Birmingham Right to Read Programme discusses the recent history of the adult literacy movement, culminating in the setting up of the Adult Literacy Resource Centre (ALRA) established within the National Institute of Adult Education. He outlines likely problems for the future, and suggests that there is a need for professionalism in this area of specialised but little researched, provision.

WIGGLESWORTH, C. (1975) 'Encouraging primary school children in the reading of fiction', **The School Librarian,** 23 (3), p. 196-200.
Takes an almost opposite view to Nicholas Tucker, suggesting that some of the attention and energy devoted to the critical analysis of children's books would be better employed in seeking ways to encourage children to enjoy the books written for them. Outlines way this was done in his own junior school.

ZIMET, S.G. (1975) 'Does book reading influence behaviour?' **Reading,** 9 (1), p. 18-25.
Reports on the research (mainly American) on the assumed influence of books for changing attitudes and behaviour, and the social value of such literature. Content analyses indicate that children's books contain socio-economic, racial and sexual stereotypes as well as idealised family relationships. Concludes that such factors are influential although it is difficult to predict the exact outcome. Readers tend to interpret what they read to conform to their already formed attitudes. Problems of actually measuring changes in attitude resulting from reading, since so often measures are of the paper and pencil kind, and they may not correlate with real behaviour, or changes may only be in the short term. Believes that there is evidence to suggest that the more reading carried out, the more it becomes a habit; i.e. reading is addictive. Thinks children's books need to present a variety of content so as to meet all the various reasons for reading, suggests by the literature on interests of children and young people.

ARTICLES ON THE BULLOCK REPORT

The whole of issue (2), Volume 9 of **Reading** was devoted to articles by well known authorities on different aspects of the Bullock Report. In alphabetic order the contributors were as follows:

CASHDAN, A. (1975) 'Bullock Report – language and talk', **Reading** 9 (2), p. 31-36.

CRYSTAL, D. (1975) 'Bullock Report – linguistic perspectives', **Reading** 9 (2), p. 37-50.

DOWNING, J. (1975) 'Bullock Report – theoretical overview', **Reading** 9 (2), p. 7-13.

GULLIFORD, R. (1975) 'Bullock Report – remedial aspects', **Reading** 9 (2), p. 51-58.

MORRIS, J. (1975) 'Bullock Report – reading in the later years', **Reading** 9 (2), p. 25-30.

MOYLE, D. (1975) 'Bullock Report – teacher education', **Reading** 9 (2), p. 59-67.

ROBERTS, G. (1975) 'Bullock Report – early reading', **Reading** 9 (2), p. 14-24.

Other articles in publications included:

ARNOLD, H. (1975) 'A language for life?' **Cambridge J. of Educ.**, 5 (3), p. 110-117.
Starting from the discussion in the Bullock Report of the relationship between reading achievement and the other language skills, reports on the insights into the reading process being developed from the work in the Schools Council project 'Extending Beginning Reading' using miscue analysis and the cloze procedure. Outlines the way in which the child's language can be extended through the development of the reading skill, and suggests that the use of books in the primary school must be at more than a superficial level. "We must therefore think carefully, not only about the teaching of reading, but about the uses to which we put it in education and life".

PEARCE, J. and WEDD, M. (1975) 'Language for life – two responses to Bullock. 1. A view from an Education Office; 2. A view from a staff room.', **Use of English**, p. 27-34.
Reactions to the report from two different levels of the educational system.

VERNON, M.D. (1975) 'The Bullock Report', **Dyslexia Review**, 13, p. 8-11.
A detailed review of the Report which concludes by questioning the assumption that large scale improvement in reading standards is possible in a society in which standards of culture are increasingly determined by television and radio rather than literature and anti-intellectualism is generally wide spread.

WATTS, J. (1975) 'A Language for life – comments on the Bullock Report from the National Association for the Teaching of English (NATE)', **English in Educ.**, 9 (3), p. 8-10.
Very short account of the report's findings, and views on what NATE can do and should do to support the report's recommendations.

BOOKS ON TEACHING READING AND DEVELOPING READING TASTES

(Some book titles appear in the section on research. Where a book deals mainly with the reporting of a particular experiment or survey, it has been noted in the research section.)

CLAY, M.M. (1975) **What Did I Write?** Heinemann Educational Books, 78 pages. £2.00. No ISBN number.
A detailed examination of samples of New Zealand children's efforts at learning to write, which uses many illustrations of young children's work collected over a period of time. Marie Clay examines the children's efforts, explaining how they indicate particular stages of acquiring the skill and providing the reader with valuable insights into the relationship between learning to write and the reading process.

DAVIES, A. (1975) edited by, **Problems of Language and Learning**, Heinemann Educational Books in association with the SSRC and SSRE, 154 pages, £3.00. 0 435 10190 0.
Report of the two day Seminar on Language and Learning run by the Scottish Council for Research in Education in January 1973, sponsored by the Social Sciences Research Council. Each author briefly introduced their paper, followed by a discussant who read a prepared statement commenting on the paper, followed by open discussion among the thirty or so participants. Session 4 'Language and Reading: Research trends' by Margaret Clark, discussant John Merritt.

DEPARTMENT OF EDUCATION AND SCIENCE (1975) **A Language for Life** (The Bullock Report) – Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the Chairmanship of Sir Alan Bullock, Her Majesty's Stationery Office, 609 pages, £5.00. 0 11 2703267.

GULLIFORD, R. and WIDLAKE, P. (1975) **Teaching Materials for Disadvantaged Children** – Report of the Schools Council on the Use of Project Materials by Teachers of Disadvantaged Pupils in Secondary Schools, based at the School of Education, University of Birmingham, Evans/Methuen Educational, 159 pages, £1.25.
0 423 89110 3.
Inquiry undertaken at the request of the Schools Council into the use, with the least successful children, of curricula and materials developed by the Schools Council and other projects. During the year January-December 1972, an exploratory study undertaken in 1,000 schools involved in different projects, a sample of whom were visited. There is a chapter on some general issues about the use of School Council projects with disadvantaged children, which includes a section on the reading demands made by project materials on under-achieving and slow learning pupils, Chapter IV on 'English' includes sections on **Breakthrough, Language in Use, Scope** and **Concept** 7-9.

HOOTON, M. (1975) **The First Reading and Writing Book** – A Handbook for Teachers and Parents to use with children, Shephard-Walwyn, 180 pages, £2.95. 0 85683 008 9. Also in hardback at £4.95.
A systematic introduction to the beginning stages of reading and writing, which includes patterns for making teaching aids, exercises and games. Begins with concepts of space (how to use a book) and teaching terms that are used, and then the sounds of the alphabet, starting with the vowels (short) with instructions how to write the letter and how picture/letter clue associations can be developed. Templates of the letters' differing and distinctive shapes are used. Written by a remedial teacher believing that children should be presented with the basic language concepts and teaching terms involved in learning to read and write, in an orderly progression.

HORNSBY, B. and SHEAR, F. (1975) **Alpha to Omega**: The A-Z of teaching reading, writing and spelling, Heinemann Educational, 281 pages, £2.75. 0 435 103806.
Spirally bound, printed in typescript, programme intended for teaching dyslexics or foreigners learning English, based on four years' clinical observations by the authors. It is a highly structured approach to the teaching of reading, writing and spelling covering three stages for reading and spelling ages 7-15 years. Includes sounds of the letters with 'key' pictures, word lists, dictation material. Index.

HUGHES, J.M. (1975) **Reading and Reading Failures,** Evans Modern Teaching, Evans Brothers Ltd., 248 pages, £3.75 laminated boards. 0 237 28194 5.
Begins with a short review of the historical development of the different teaching methods, followed by a chapter on games and materials for the initial stages including how to teach the letter 'sounds' with a pictorial alphabet in which the objects reflect the letter's shape and the object's name the letter's sound; other chapters include the teaching of spelling, information on reading schemes, and classroom organisation. Outlines means of assessing reading ability with accounts of common difficulties and suggested methods of treatment. Includes a readiness

for beginning stages of reading check list and an assessment of phonic skills using non-words among the test items. Concludes with details of an investigation the author carried out into the relationship between particular factors and improvement in reading in a group of children receiving remedial help. (49B + 29G), and then examines the differences between improvers and non-improvers, reading attainment being measured on the Burt W.R. test. (N=20 in each group; Aver. CA non-improvers = 8:0.7, improvers = 7:10.9 years) Glossary and index.

LATHAM, W. (1975) edited by, **The Road to Effective Reading:** Proceedings of the tenth annual study conference of the United Kingdom Reading Association, Totley-Thornbridge, 1973, Ward Lock Educational, 192 pages, £2.50. 0 7062 3407 3.
Contents arranged under the headings of four days, day one mainly dealing with reading readiness and the beginning stages of reading; day two the development of the higher order reading skills including reading comprehension and the contribution made to this stage by the teacher's experience and training; day three continued with the development of functional and recreational reading skills, and day four was devoted to 'the right to read' a paper given by Ruth Holloway, the then Director of the United States' Right to Read Programme.

LLOYD, P. (1975) **Materials for Teaching Reading,** Blackwell, 81 pages, £1.35.
A practical guide for teachers, particularly those in the infant school, listing schemes and books for the library corner and for reading aloud, information books, dictionaries, poetry, phonic materials, audio-visual aids, and details of how to make apparatus.

McKENZIE, M. and KERNIG, W. (1975) **The Challenge of Informal Education** – Extending Young Children's Learning in the Open Classroom, Darton, Longman and Todd, 185 pages, £2.15. 0 232 51210 8.
Includes a chapter on 'Language and Literacy' (p. 115-135) and in chapter six on 'Evaluative Learning (p. 143-155) section on assessing growth in literacy, which includes an explanation of Hunt's T-unit technique for observing the qualitative aspects of children's oral and written language, reference to Goodman's Miscue Analysis, and examples of detailed record keeping of pupils' experience in literacy.

MILES, T.R. and MILES, E. (1975) **More Help for Dyslexic Children,** Methuen Educational, 74 pages, £1.20, also hard back at £2.35. 0 423 49750 2.
Written as a supplement to the writers' book **On Helping the Dyslexic Child,** published in 1970, the new book is based on additional work carried out in the University Department of Psychology at Bangor (Wales). Dyslexic children are identified by the authors as children who experience difficulty in learning to read and write because of their confusion in temporal and spatial sequencing and ordering. The book provides information on how to encourage such children and help them by teaching spelling 'rules' and dealing with arithmetic difficulties where these also exist.

MOON, C. and RABAN, B. (1975) **A Question of Reading** – Organization of resources for reading in primary schools. Ward Lock Educational, 110 pages, £1.60, also in hard back at £3.15. 0 7062 34480.
The authors believe in the importance of structure in the teaching situation and the book is intended mainly for the experienced teacher, so as to help him or her clarify their ideas and work out individual solutions. Chapters deal with the reading process, the needs and abilities of children in relation to this skill, what books should provide for the reader (a particularly useful chapter), the support material available at the present time, the way in which children and reading materials can be matched, and organizing the reading class.

MOSELEY, D. (1975) **Special Provision for Reading** – When will they ever learn? NFER Publishing Company, 247 pages, £5.45. 85633 063 9.
The author starts by outlining the differences between backwardness and retardation and the various types of approach used with children with reading difficulties. Examines the applicability of the concept of backwardness at various stages of the educational system and the relationship to social and environmental factors. Describes the facilities and services provided for poor readers at various stages of their school progress and evaluates the different types of special provision. Appendices include an appraisal of some diagnostic tests, activity sheets of practical suggestions (activities, published materials, etc.) for developing perceptual and cognitive skills associated with reading and spelling, and a note on 'Bullock and after', which summarises the report's survey findings on remedial provision.

MOYLE, D. E. (1975) edited by **Reading: What of the Future?** Proceedings of the eleventh annual conference of the United Kingdom Reading Association, Edge Hill College 1974, Ward Lock Educational, 312 pages, £3.50. 0 7062 3 4464.
Eight sections which include papers on 'Reading: What of the future?', 'Language and reading', 'Intelligence and reading', 'Early Reading', 'Extended reading', 'Issues and problems', 'International seminar', 'Teacher education'.

NEWTON, M. and THOMSON, M. (1975) **Dyslexia** – A guide for teachers and parents. University of London Press, 56 pages, £0.75. 0 340 20049 9.
Prepared in the Language Development Study Centre of the Applied Psychology Department of the University of Aston at Birmingham in response to a need for some kind of structured guide to the teaching of the dyslexic person – defined as someone who has difficulties of unstable perceptual patterns preventing the consistent learning of order and direction, which are involved in the sequential nature of written language. This short book describes the condition and suggests appropriate teaching techniques; includes a short glossary.

ROSEN, H. (1975) **Language and Literacy in Our Schools** – some appraisals of the Bullock Report. University of London Institute of Education, obtainable from the NFER Publishing Company, 80 pages, £1.75. 0 85473 051 6.
The editor, in his introduction, suggests that the Bullock Report was impoverished by its lack of documentation, particularly in regard to using and quoting from children's own language. The contributors draw upon this type of material and it is suggested that this approach can provide a useful way into the Bullock Report's findings and discussion, especially for the younger teacher. Margaret Spencer and Moira McKenzie write on 'Learning to read and the reading process'; John Dixon on 'Talk and Collaborative learning'; Josie Levine and Alex McLeod on 'Children from families of overseas origin'; Alex Davison 'Drama is dead, Long Live Drama'; and Peter Medway and Grant Frew present the teachers' view with 'How it looks from here'.

WALKER, C. (1975) **Teaching Prereading Skills,** Ward Lock Educational, 119 pages, £1.95, also in hard back. 0 7062 3423 5.
Details of materials, techniques and forms of organization to help the development of pre-reading skills in the areas of visual, auditory discrimination and language development, including a chapter on 'teaching the letters'. Final chapter on recording and guiding progress includes details of Thackray Reading Readiness Profiles and the use for assessment purposes of Stott's 'Flying Start'.

BOOKLETS AND BROCHURES

CENTRE FOR THE TEACHING OF READING
Teachers' Centres and Provision for Reading (including a Directory of Reading Centres) by Elizabeth Goodacre, 16 pages, £0.50 + postage. 0 7049 03881.
Report of 1972 Survey of Teachers' Centres providing information about their provision for reading teaching, and 1974 survey of LEAs and higher education institutions establishing Language/Reading Centres.

DYSLEXIA INSTITUTE, 133 Gresham Road, Staines, TW18 2AJ.
The Identification, Assessment, and Remedy of Dyslexia or Specific Language Disability. Evidence submitted to the Committee of Inquiry into Special Education, 9 pages with appendices. Cost of postage.

HELEN ARKELL DYSLEXIA CENTRE, 14 Crondace Road, London SW6 4BB.
The Problems of Sequencing and Orientation by Joy Pollock and Elizabeth Waller, 28 pages, £0.65 + 15p postage and packing. 0 9503626 3 8.

THE LIBRARY ASSOCIATION, 7 Ridgmount Street, London WC1E 7AE.
New Readers Start Here, edited by Margaret Redfern, 60 pages, £0.50 + postage. 0 85365 148 5.
A critical evaluation of reading schemes used by tutors of Adult new readers together with an annotated list of other materials found to be useful in work with adults.

NATIONAL ASSOCIATION FOR REMEDIAL EDUCATION, Central Office, (Publications), 4 Old Croft Road, Walton-on-the-Hill, Stafford ST17 0LS.
Preparing Reading Materials — £0.50 + 9p postage.
A Classroom Index of Phonic Resources — £1.65 + 25p postage.

NATIONAL BOOK LEAGUE, 7 Albemarle Street, London W1X 4BB.
Carry On Reading by Jo Kemp, 16 pages, £0.25 + 15p postage. 85353 217 6.
Books that have been found to be useful and popular with children who have just learned to read. Especially helpful with diffident readers. Fiction and non-fiction.

Help in Reading selected by Stanley Segal and Tom Pascoe, sixth edition, 42 pages, £0.50 + 15p postage. 85353 233 8.
Books for the backward reader, reading ages up to nine, and books for the teacher.

Starting Point selected by Betty Root and Sue Brownhill, 40 pages, £0.50 + 15p postage. 85353 231 1.
List of books and materials suitable for teaching of teenagers and adults with difficulties. Useful for Adult Literacy Tutors.

THE SCHOOL LIBRARY ASSOCIATION, Victoria House, 29-31 George Street, Oxford OX1 2AY.
Each According to His Ability compiled by Margaret Marshall, £0.80.
Annotated list of books and other materials for use by and with mentally handicapped children.

BBC Adult Literacy Handbook, edited by Chris Longley; contributors: Ann Risman, Jenny Stevens, Lee Pascal, Catherine Moorhouse, David Hargreaves, Margaret Bentovim and Dr Sue Shrapnel. 94 pages, price £1.10.
This book has been written to complement the BBC Radio series on training tutors for adult literacy work.

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JOURNALS AND PERIODICALS REFERRED TO IN THE PREVIOUS LISTS

British Journal of Educational Psychology issued by the British Psychological Society and the ATCDE. Scottish Academic Press.

British Journal of In-Service Education, Mr. J. Marsden, In-Service Tutor, City of Coventry College of Education, Kirby Corner Road, Canley, Coventry CV4 8EE.

British Journal of Psychology, Cambridge University Press.

Cambridge Journal of Education, The Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

Dialogue, from Local Education Authorities or Schools Council, 160 Great Portland Street, London W1N 6LL.

Dyslexia Review, from The Dyslexia Institute, 133 Gresham Road, Staines TW18 2AJ.

Education 3-13, William Collins & Sons Ltd., Glasgow.

Educational Research, NFER Publishing Co. Ltd., 2 Jennings Buildings, Thames Avenue, Windsor, Berks. SL4 1QS.

English in Education, published by the National Association for the Teaching of English in association with Oxford University Press.

Journal of Child Psychiatry and Psychology, Subscription to Fulfilment Manager, Pergamon Press Ltd., Headington Hill Hall, Oxford OX3 0BW.

Programmed Learning and Education Technology, Association for Programmed Learning and Education Technology, 33 Queen Anne Street, London W1.

Reading, published by the United Kingdom Reading Association, Hon. Secretary: S. V. Heatlie, 63 Laurel Grove, Sunderland, Co. Durham, SR2 9EE.

Remedial Education, published by the National Association for Remedial Education, Longman Group Ltd., Journals Division, 43-45 Annadale Street, Edinburgh EH7 4AT.

Research in Education, Manchester University Press, Oxford Road, Manchester M13 9PL.

Special Education, 12 Park Crescent, London W1N 4EQ.

The School Librarian, the journal of the School Library Association, SLA, 29-31 George Street, Oxford OX1 2AY.

Use of English, Scottish Academic Press (Ref. U/E), 25 Perth Street, Edinburgh.

Where, information on education from Advisory Centre for Education, ACE, 32 Trumpington Street, Cambridge.